

**Extending the mentor role in initial teacher education :  
embracing social justice**

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## **Extending the mentor role in initial teacher education: Embracing social justice**

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### **Abstract**

**Purpose** – The paper explores how mentors can act as change agents for social justice. It examines mentors’ roles in initial teacher education in the lifelong learning sector (LLS) and how critical spaces can be opened up to promote a flow of mentor, trainee teacher, learner and community empowerment.

**Design/methodology/approach** – Two thematic literature reviews were undertaken: one of UK LLS ITE mentoring and the other an international review of social justice in relation to mentoring in ITE and the first year of teaching. Bourdieu’s concepts of *capital, field and habitus* (Bourdieu, 1986) are used as sensitising tools to explore LLS mentors’ practices and the possibilities for increasing the flow of ‘pedagogical capital’ between mentors, trainee teachers, learners and communities, in such a way that would enable mentors to become agents for social justice.

**Findings** – LLS mentors and trainee teachers are uncertain about their roles. In the UK and several countries, mentoring is dominated by an instrumental assessment-focused approach, whereby social justice is marginalised. In contrast, what we call social justice mentors establish collaborative democratic mentoring relationships, create spaces for critical reflection, support trainees to experience different cultures, develop inclusive critical pedagogies, and generally act as advocates and foster passion for social justice.

**Research limitations/implications** - While the literature reviews provide timely and important insights into UK and international approaches, the existing literature bases are limited in scale and scope.

**Practical implications** - A model for mentoring that promotes social justice and recommendations for mentor training are proposed.

**Originality/value** - The paper addresses the omission in policy, research and practice of the potential for mentors to promote social justice. The proposed model and training approach can be adopted across all education phases.

**Keywords:** mentors, initial teacher education; initial teacher training; widening participation; social justice; workplace learning; lifelong learning sector; further education.

## **Introduction and socio/political context**

We suggest that the social justice practice of trainee teachers is an important focus for mentoring. Social justice has a plethora of interpretations which can render it superficial; to provide depth in this paper, we conceptualise the term as both an ideology and a tool to challenge inequality in the context of educational practice. Duckworth (2013) identifies that fostering social justice does not simply mean exploring difference or diversity. Rather it uncovers and addresses systems of power and privilege that give rise to social inequality, and encourages educators to critically examine oppression on institutional, cultural, and individual levels in search of opportunities for all, regardless of the communities they are born into. Policy discourses around the mentoring of trainee teachers in the UK focus on the development of subject pedagogy and assessment of trainee teachers' practice (for example, Ofsted, 2014). Less attention is given to the role mentors could play in preparing teachers to meet the needs of diverse learners, including the underprivileged and minorities. To explore how this aspect of the role could be developed we focus on mentors in initial teacher education (ITE) in the Lifelong Learning Sector (LLS) in England. There are currently around 200,000 teachers in the sector (Lingfield, 2012) undertaking roles as tutors, lecturers, and trainers, mostly offering vocational education and training, to young people from sixteen years old<sup>1</sup> and adults in settings which include further education colleges, community and work-based learning providers.

Most teachers in the LLS undertake ITE on a part time in-service basis alongside their first teaching job. All LLS teachers undertaking an ITE qualification are expected to have a mentor in the workplace (for in-service trainees) or placement (for pre-service trainees). Mentors typically teach the same subject as their mentee. The approach to selecting mentors varies across LLS organisations: mentors may volunteer, be directed to undertake the role, or incorporate the role within their line management responsibilities. Mentors are vital in supporting the development of trainee teachers' practice, yet their function is contested. For example, policy reforms (DfES, 2004) have imposed a model of mentoring that emphasises subject support and the assessment of teaching competence. This ignores the complex nature of the sector (Lucas, 2007) and has led to judgemental

rather than developmental approaches to mentoring (Ingleby and Tummons, 2012; Tedder and Lawy, 2009), aligning with Hobson and Malderez's (2013) conceptualisation of 'judgementoring' in the schools sector. Neither policy nor research on LLS mentoring focuses on diversity for social justice, for example, it is not explicitly addressed in the ITE inspection framework (Ofsted, 2014).

We argue that both mentors and mentees are captured by the current hegemonic discourses and practices which are oppressive and unjust; they do not work towards challenging the growing inequality in society (Dorling, 2014). In this age of globalisation and neoliberalism, whereby under the premise of a 'knowledge economy' education and the curriculum are products of market driven changes and viewed as commodities, the most significant drivers are to provide a flexible, adaptable and skilled workforce and to make countries competitive in the globalised economy.

So what can be done? The role of the ITE mentor we propose potentially provides a critical space for offering resistance against the neo-liberal curriculum and in doing so challenges the inequality of choices learners face. We suggest that class still matters and is manifested in the choices or lack of choices learners have in their trajectory through education. This aligns with Skeggs (1997), Reay *et al.* (2005) and more recently Duckworth (2013; 2014), who challenge the trend of academic dismissal of class and labour.

The aim of this paper is to put forward proposals for developing a social justice model of mentoring that seeks to empower learners taught by trainee teachers to take agency in directing their educational journey. We present a literature based argument to address two questions:

1. What roles do mentors in the LLS in the UK currently adopt and to what extent does this take into account social justice?

2. What could be done differently? How can critical spaces be opened up that enable mentors to enact their roles and engage in critical pedagogy that promotes social justice and learner empowerment?

We first undertake a thematic literature review of mentoring in relation to LLS trainee teachers in the UK and then review international papers that focus on mentoring that aims to promote social justice in ITE and the first year of teaching across all education phases. The first year of teaching is included in our international literature review, in addition to ITE, as the experience of school teachers in their first year of employment has some important similarities to in-service LLS trainee teachers, who are employed as teachers whilst training. We draw on Bourdieu's concepts of *capital, field and habitus* as a framework to provide sensitising tools for understanding how mentors are positioned, or not, to provide trainee teachers with what we term inclusive and critical 'pedagogical capital'. Our paper concludes by proposing a tentative model of social justice mentoring and making recommendations for mentor training to underpin this approach.

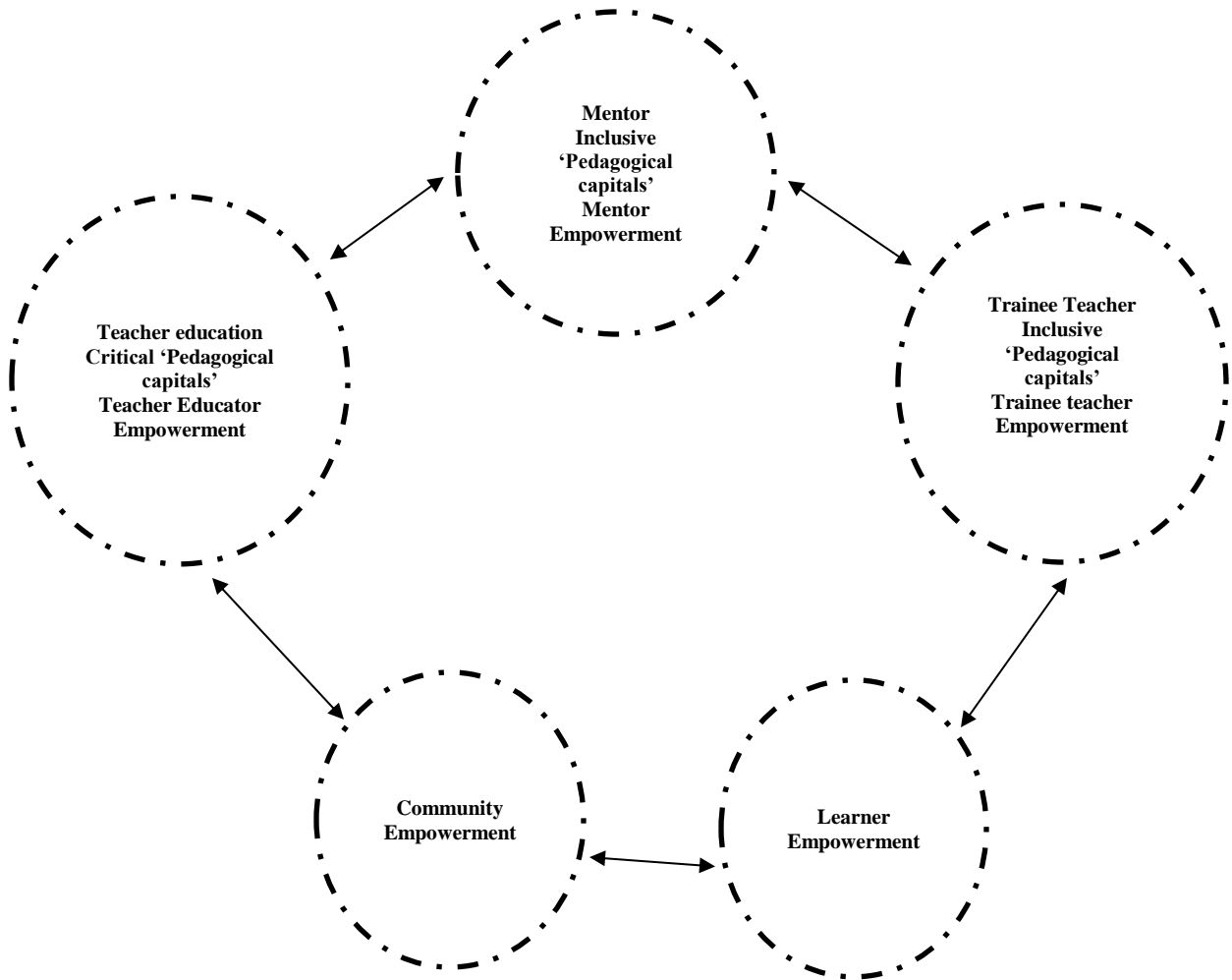
### **Theoretical framework**

We argued in the introduction that the neoliberal discourse marginalises education for social justice. Symbolic meanings of neoliberalism expose the discriminatory landscape of capitalism, which with its focus on individual responsibility and morality fails to address structural inequalities, for example, gender, class and ethnicity in learners' lives. Against this backdrop Bourdieu's (1986) theoretical model provides the means to explore mentors' practices in the field of education and how the flow of different forms of capital (described by Bourdieu as economic capital, social capital, cultural capital and symbolic capital) can lead to social justice. When considering the field of education that mentors cross/inhabit we explore the varied flow of capitals which include pedagogic (framed within the neo-liberal discourse), subject, symbolic, and cultural capital. We consider

what impact this *flow* has on mentors' possibilities for working with trainees to develop specialised and inclusive forms of 'pedagogical capital' that challenge inequality and work towards social justice.

With its own rules and regulations the LLS may be deemed a field. Fields are domains where human action occurs in a struggle for capital, each player hoping to distinguish her/himself from the other, by building up forms of capital (Bourdieu, 1973). It is not only individuals, but institutions and other agents who compete for power in the field. A metaphor commonly adopted by Bourdieu for the field is 'games'. At first glance, a seemingly innocent metaphor but on deeper probing it reveals how these fields are sites controlled by the dominant class, as exemplified in the competing models of mentoring.

This paper considers critical spaces where mentors can model inclusive modes of 'pedagogical capital' which flow to the trainee teachers with the aim of subsequently empowering their learners and learners' communities, which include the streets and neighbourhoods where they live and work (see Figure 1). Applying Bourdieu's theoretical tools, Figure 1 demonstrates the potential flow of forms of capital between and from teacher educators, mentors, trainee teachers, learners and the local and wider community.



**Figure 1. Flow of Inclusive pedagogical capitals**

Bourdieu (e.g. 1977) argues that the combination of economic, social, cultural and symbolic capital constitutes a habitus. This offers a valuable tool for highlighting the ways mentoring is understood, enacted and experienced. We have elaborated on Bourdieu's analytical framework, by proposing habitus as a mediating construct, not one which is deterministic (Duckworth, 2013). Adopting a mediating construct enables us to illustrate how the flow (or lack of flow) of capital across the field of education and the community (Figure 1). Capital carried by the mentor: subject, cultural, symbolic and inclusive pedagogical capital can influence the flow (or lack of flow) of capital carried by the trainee teachers: intellectual, symbolic, administrative, subject and cultural; and their



students: cultural, economic, social, and symbolic. Within this cycle, the process of inculcation is not complete and habitus is capable of transformation through the flow of capital between the aforementioned agents.

## **Methodology**

We address our research questions through literature reviews. The first, on LLS ITE mentoring in the UK, focuses mainly on our first research question: what roles do mentors in the LLS currently take and to what extent does this take into account social justice? The second review focuses on our second question: what could be done differently and how can critical spaces be opened up that enable mentors to enact their roles and engage in critical pedagogy that promotes social justice and learner empowerment? We undertook systematic keyword searches of the American Education Index (ERIC), Australian Education Index and the British Education Index from 2000 onwards.

Our first literature review was undertaken using an initial keyword search for LLS ITE mentoring in the UK retrieved 13 papers. We included papers in our review if the main focus was mentoring pre- and/or in-service LLS ITE trainees. The inclusion criteria eliminated three papers, but a further three papers meeting the criteria were identified from the reference lists of the retrieved papers resulting in a review of thirteen papers. The following questions were used to review the texts:

- What were the key themes and arguments?
- What evidence (empirical or theoretical) supported the claims – and how robust were the links between evidence and claims?
- What reference (if any) was made to social justice?
- What roles do mentors in the LLS currently undertake and to what extent do these take into account social justice?
- What (if any) insights were there into what could be done differently to support social justice?

- Applying our theoretical framework - what insights (if any) were provided regarding the LLS field, habitus of LLS ITE, capital and flows of capital?

The criteria for inclusion in our second literature review was that the paper's main focus, or a substantial focus, was an empirical and/or theoretical account of promoting social justice through mentoring within the context of ITE or the first year of teaching in any educational phase in any country. As we highlighted in the introduction, in the second literature review we inform our discussion of promoting social justice in ITE by also including papers related to the first year of teaching. We do this because of the similarities in experiences between LLS trainee teachers, who primarily undertake in-service teacher training, and school teachers in their first year of employment. Four papers were identified which, in our judgement, offered important insights into promoting social justice through mentoring. However, given the limited number we undertook two further keyword searches. The first combined mentoring and social justice (43 papers identified) and the second combined social justice with teacher education or teacher training (93 papers identified). The abstracts of all these papers were examined and those that appeared to offer illumination of our second research question were considered as we developed our work.

### **Literature review 1: LLS ITE mentoring**

LLS ITE mentoring is an emergent research field and consequently, as Table 1 (summarising the 13 papers identified through our first literature review) illustrates, the evidence base is limited. The studies are all small scale, usually only examining ITE mentoring in only one higher education institution and its partner colleges. In some papers claims are based on limited data and the same data source is used across a set of papers produced by the same author(s). Nonetheless, the studies provide valuable insights into the LLS field, the habitus and current practices of LLS mentoring, mentors' and trainees' roles and their experiences of the mentoring process. In this section we discuss the main themes emerging from the papers and consider how the literature illuminates our research questions.

**Table 1: Research base – LLS ITE Mentoring**

Author/ Date	Main focus	Evidence basis to support claims
Cullimore and Simmons (2010)	Role of the mentor and mentor/mentee relationships - adapts Klasen and Clutterbuck's (2002) model of mentoring to explore tensions at the boundaries of, and between, mentor roles.	Data from one HEI and its FE colleges - 2006-mentor training field notes; questionnaire survey of mentors and mentees (sample size not given). 2007- five mentor focus groups (59 participants) - also completed a questionnaire. 2008 -Semi-structured interviews 16 mentors and 14 mentees Thematic analysis to identify role boundary issues.
Cunningham (2007a)	Proposes an institutional 'architecture' for mentoring comprising the institutional strategies necessary to support mentoring.	Heuristic approach aiming to extend debate on mentoring in colleges. No primary data.
Cunningham (2007b)	Suggests ways in which mentors' continuing professional development may be advanced.	Discussion paper – largely an exposition of the author's ideas. No primary data.
Cunningham (2004)	Explores whether mentors are selected or directed to mentoring roles and links between this and attitudes towards mentoring.	Short postal questionnaire survey of mentors one HEI pre service course in 25 colleges. 51 returns (63% response rate)
Hankey (2004)	The role of mentoring in the context of national policy. Exploration of effective mentoring for teacher development and issues perceived by mentors and trainees.	Personal experience as ITE pre-service course leader, recorded conversations of small group and paired discussions plus analysis of reports from trainees, mentors and college placement coordinators. Thematic analysis.
Ingleby (2011)	Explores the nature of LLE ITE mentoring and argues the case for reflective practice rather than a standards approach to mentoring. Applies the ideas of Bourdieu and Foucault to illuminate different interpretations of mentoring.	Short questionnaire survey of 80 mentors and trainees; a focus group of eight mentors from provision at one HEI and its partners; findings of 3 Ofsted reports.
Ingleby (2010)	Discusses the impact of a standards driven agenda on LLS ITE mentoring and presents findings on mentors' and mentees' perceptions of the mentors role and mentor training. Relates to the ideas of Bourdieu, Foucault, Habermas and Weber.	As for Ingleby (2011)
Ingleby and Hunt (2008)	Discusses CPD needs of LLS ITE mentors and applies the ideas of Webber, Foucault, Habermas and Bourdieu in interpreting the implications for mentor training.	Short questionnaire survey of 60 mentors and 60 trainees plus a mentor focus group and findings of 2 Ofsted reports.
Ingleby and Tummons (2012)	Reflects on the interplay between LLS mentoring policy and its application. Uses Foucault's ideas to discuss the power relations operating within the LLS context. Argues for developmental rather than judgmental mentoring.	Short questionnaire survey of 80 trainees and their mentors and semi structured interviews with 8 mentors from one HEI and its partners.
Lawy and Tedder (2012)	Sets changes in LLS mentoring within the wider political context. Argues against the performative nature of the reformed system of LLS ITE and in favour of developmental and experiential pedagogical mentoring.	Life history/ biographical interviews -10 trainees; 9 teacher educators and/or mentors and 9 managers in one English region, primarily in FE colleges but some wider sector. Analysis of participants' perspectives and location of narratives within a broader context which included personal and political perspectives.
Lawy and Tedder (2011)	Highlights the uncertainty of mentors' and trainees' understanding of their roles. Integrates issues arising from using individual learning plans into the mentoring debate. Argues against a dichotomy that separates formative and performative mentoring.	Data collection as for Lawy and Tedder (2012)
Tedder and Lawy (2009)	Illuminates mentors, trainees and other key stakeholders' perceptions of mentoring. Explores tensions and emphasises the lack of clarity of mentor and mentee roles.	Data collection as for Lawy and Tedder (2012)
Tummons and Ingleby (2012)	Explores - mentors roles, the extent to which mentors and trainees find value in their roles and how mentor/trainee relationships are established. Argues that complexities and vagaries in the mentor/trainee relationship raises questions about what the trainee learns.	Data collection as for Ingleby and Tummons (2012) plus documentary analysis of trainee assignments, handbooks and observation reports.

### *The impact of policy on LLS ITE mentoring*

The literature on LLS ITE mentoring is dominated by accounts of how ITE policy has imposed a judgemental approach to mentoring. From a position of ‘benign neglect’ (Young *et al*, 1995: 7), the LLS field has become highly regulated and dominated by standards driven and performative policy discourses. This discourse pervaded the reform of LLS ITE (as exemplified in DfES, 2004). Much stronger regulation and monitoring of LLS ITE began in 1999 with the implementation of standards for trainee teachers, followed in 2004 by surveillance of ITE through inspection (Cullimore and Simmons, 2010; Ingleby; 2010; Tedder and Lawry, 2009). As a consequence, mentors’ roles were adapted from earlier more developmental approaches to include formal responsibility for assessing trainees’ teaching and contributing to reviewing progress and target setting.

Within the reforms there was a presumption that all would be well if a subject based mentoring system, similar to secondary ITE, were put in place (Hankey, 2004; Ingleby and Tummons, 2012). However, Hankey (2004) points out this may not be easily achieved. This is picked up in the wider LLS literature which draws attention to the fragmented nature of subject knowledge and pedagogy, arising from the diversity of teaching work, the range of subject specialisms, vocational curricula that cross subject boundaries and the complex student-centred and connective roles undertaken by teachers (Fisher and Webb, 2006; Lucas, 2007; Maxwell, 2010a).

The implementation of a standards driven performative regime and emphasis on subject specialist mentoring have been instrumental in shaping mentoring practices and mentors’ and trainees’ perceptions of their roles and relationships. There is a stark contrast between the descriptions of the LLS field and the habitus of ITE mentors in earlier papers (such as Hankey, 2004; Cunningham, 2004 and Woodd, 2001) compared to papers written from 2007 onwards. Hankey (2004), for example, describes the mentoring model adopted by the HEI in her study as a hybrid of Furlong and Maynard’s (1995) apprenticeship model - where trainees emulate an experienced teacher - and the reflective model - where the mentor acts as a critical friend and co-enquirer, engaging the trainee in

debate which examines personal ideologies and helps the trainee develop new understandings. There is no mention of Furlong and Maynard's third 'competence' model. In contrast mentors in the studies undertaken by Ingleby (2010; 2011), Ingleby and Tummons (2012), Lawry and Tedder (2011; 2012) and Tedder and Lawry (2009) struggled to reconcile the developmental and judgemental aspects of their role. These changes in the field of LLS ITE are important as they influence the nature of spaces within which mentors can enact their role.

### *Role confusion*

A consistent finding across older and more recent studies was uncertainty and confusion around the purposes of mentoring and mentors' roles:

‘there is a lack of clarity about the purpose and role of mentoring either as a source of formative support or... as a tool for the assessment of competence.’

Lawry and Tedder (2011: 387)

Lawry and Tedder's finding is mirrored across most of the studies, even when mentors were trained and/or experienced (Tedder and Lawry, 2009). In many instances mentors and trainees operate with conflicting understandings of mentoring and coaching (Lawry and Tedder, 2011). Mentors' confusion is compounded as they are unsure of the aims and content of LLS ITE programmes (Ingleby, 2010). Different explanations for the lack of clarity about mentor roles are proposed. Ingleby (2010; 2011) claims that the lack of clarity occurs as mentor roles are not yet characterised by professional expertise but are aligned to a bureaucratic task and that this is compounded in cases where mentors cannot identify with the learner-centred pedagogical values underpinning ITE programmes. Tedder and Lawry (2009) suggest that the uncertainty can be attributed to the different types of transition that ITE mentoring is trying to address: induction into the organisation, the subject area and the teaching profession; the contrasting models of mentoring that are in place – which are mediated by mentors' past experiences and the learning culture; and the diverse needs and expectations of trainees who enter ITE with differing prior experiences from diverse vocational and subject areas. Uncertainty about the purposes of

mentoring and mentors' roles is reflected in the tensions felt at the boundaries of the mentor/trainee relationship (Ingleby, 2010) and at the boundaries of, and between, mentor roles (Cullimore and Simmons, 2010).

### *Architecture for mentoring*

A further strand in the LLS mentoring literature is the identification of the need for an organisational 'architecture' for mentoring to support mentors in their roles. Cunningham (2007) proposes that this requires institutional commitment to mentoring, an appropriate collegial institutional ethos and physical resources, such as spaces for confidential mentoring meetings, book and journals to support mentors and lesson recording equipment.

### *Mentor roles, models of mentoring and social justice*

Returning to our first research question – what does the research base tell us about the roles mentors in the LLS currently undertake and to what extent does this take into account social justice? – the preceding discussion has identified that mentor roles are ill-defined and contested. Most mentors report being more comfortable adopting a developmental approach and place particular importance on the mentor/trainee relationship (Tedder and Lawy, 2009; Cullimore and Simmons, 2010). This aligns with the nurturing and caring aspects of Anderson and Shannon's (1988) model of mentoring, and encompasses a reflective practice model. However, not all mentors and trainees equate mentoring with reflective practice (Ingleby and Tummons, 2012).

While mentors report a preference for developmental approaches, the judgmental model of mentoring imposed on LLS ITE has created a tension in mentors' aspirations within mentoring. Ingleby and Tummons (2012) found that mentors seemed to be most concerned with the formal products of mentoring, such as teaching observation assessment documentation. They argue that while mentoring has the potential for developing reflective practice, the conditions within the field have aligned mentoring roles and practices more closely with Dalox's (1986) judgmental challenge and support model. However, Lawy and Tedder's (2011) finding that mentors lack commitment to

bureaucratic processes that are not central to trainee development suggests that mentors may be adopting roles and developing models of mentoring that balance the developmental and judgmental aspect of their role. While Ingleby and Tummons (2012) argue that mentoring should be solely based on a reflective practice model, Lawy and Tedder (2011: 394) stress that, for them, separating out formative support from the assessment functions of mentoring is ‘an unnecessary dichotomy that dislocates once coherent teacher practices from one another’.

### *The promotion of social justice*

There is no consideration in the papers reviewed of how mentors could promote social justice. Furthermore, the papers omit any consideration of the impact of mentoring on learners taught by trainees. There is some explicit discussion of the flow of different forms of capital between teacher educators, mentors and trainees, but the papers fail to consider the flow of capital to learners and their community.

While social justice is not addressed directly in the papers, they provide some illumination of our second research question by indicating that it may be possible to open up critical spaces. Drawing on Foucault’s conceptualisation of social discourse as a manifestation of power relations, Ingleby and Tummons (2012) argue that competing discourses of mentoring are evident in LLS ITE. We suggest that this may offer the space to develop alternative conceptualisations of mentoring which are centrally concerned with social justice. Lawy and Tedder (2011) point out that multiple initiatives in the sector create continual turbulence, and call for a period of stability to provide space for dialogue between LLS ITE colleagues, in order to establish greater clarity about the purpose of mentoring and mentor roles and to share good practice. We argue that considerations of social justice should be at the forefront of this debate. To develop deeper understanding of how critical spaces and pedagogies may be developed we turn, in the next section, to international literature.

### **Literature review 2: What could be done differently? - (International perspectives)**

This section explores our second research question: what could be done differently, and how can critical spaces be opened up that enable mentors to enact their roles and engage in critical pedagogy that promotes social justice and learner empowerment? Our initial international literature search revealed only four, mostly small-scale studies where the main or a substantial focus was social justice and mentoring in ITE and/or the first year of teaching in any educational sector (Table 2). This reduces the trustworthiness of the review. However, to provide a richer discussion we draw on several papers related to social justice and teacher education (beyond ITE and the first year of teaching) or mentoring and social justice. The papers are predominately from the USA and Australia, and conceptually and/or empirically illuminate approaches that could potentially be applied to developing LLS mentoring.

**Table 2: International research base – mentoring and social justice in ITE and the first year of teaching**

Author/ Date/ Country	Focus	Evidence base
Catapano (2006) USA	Account of service learning approach: pre-service teachers placed in urban schools with a different culture to their own and supported in using an advocacy approach to help children and families address social justice issues, with the intention of helping pre-service teachers see themselves as agents of systemic change.	University mentor’s reflective account over one year –data presented on three specific issues faced by three different trainee teachers
Cherian (2007) Canada	Exploration of the relational, contextual and conceptual aspects of mentorship, including consideration of opportunities to explore social justice and challenge pre-service teachers’ past assumptions	Two practicums- six primary junior/ junior intermediate pre-service trainee teachers. Field notes made in trainees’ classes, three focus groups, reflective journals and six interviews per trainee. Simultaneous analysis method (Merriam, 1988).
Gardiner (2011) USA	Exploration of mentors’ experiences and perceptions of mentoring in a year long placement in an urban teacher residency programme, including the mentors’ perceptions of the ways in which their work was part of a larger social justice mission.	Eight urban mentors (K-5 <sup>th</sup> grade)- each interviewed twice plus one focus group interview, observations and document review.
Yendol-Hoppey et al. (2011) USA	Sought to better understand the work of mentors in high-poverty urban schools, including supporting trainee teachers, entering through alternative non college of education pathways, to develop a social justice stance.	Interviews, observations, focus groups documentary analysis over 16 months with 12 mentors each assigned to 12-15 novice teachers, across one large city.

*Mentoring relationships that offer critical spaces*

A unifying discussion in the papers identified, whether explicit or implicit, was what it means to engage in professional mentoring relationships. Gardiner (2011) suggests the mentor/trainee teacher relationship should be driven by a shared vision, engagement in



critical dialogue, full access to practice and trust to facilitate the development of a sustainable collaboration. It should also, she argues, foster trainee teacher learning and create a critical space to promote social justice and learner empowerment. Cherian (2007) argues that providing critical spaces, where trainee teachers can develop critically reflective teaching, requires collaborative and democratic mentoring relationships. As Cherian found where mentors used the power vested in their position to create an ethos of subservience they were ineffective in supporting the trainees' development of agency. Power (2008: 48) further identifies that 'observing, communicating, critical thinking, adapting, mediating, being flexible, being open to other cultures, embodying a sense of understanding and acceptance, being reflective, being a lateral thinker and being creative' is crucial to promoting social justice.

*Developing trainee teachers' and mentors' responsiveness to diversity and other cultures*

To allow trainee teachers to become aware of other cultures and so be more responsive to their needs, Catapano (2006) proposes a mentor-supported service-learning model for pre-service teachers. Service-learning integrates community service and academic learning. In the case of pre-service teachers this involves undertaking work within a classroom setting with the aim of promoting social justice. Whether this model offers deeper insights into other cultures is we suggest contentious as pre-service (or in-service) teaching experience does not always reflect the diversity of society or indeed where employment will be secured in their first year of teaching. Catapano does offer a useful extension by suggesting trainees should gain experience working within cultures that are different from their own. This offers what Mills (2012: 276) describes as mismatch between habitus, structure and norms of the institutional field and the opportunity to use this conflict as a means for trainees to 'experience rupture to the "way things are" in new and unfamiliar contexts [and] that effort is required to make sense of themselves anew'. This provides a theory of how change may occur, and a conceptual framework for developing pedagogical practice which informs a social justice model of mentoring. As Power (2008) found, trainee teachers developed empathy for the needs of others through a process of engaging in a journey of discovery with their learners, which helped them understand the impact of cultural identity and diversity. This mirrors the process

described by Catapano (2006), whereby teachers gain the confidence to make changes by looking through the lenses of the people involved to understand the source of a problem.

However, we suggest that while working within other cultures can offer the opportunity for consciousness raising and new insights this does not necessarily lead to what Yendol-Hoppey *et al.* (2011) describe as a shared vision which includes a passion for social justice. *This*, they point out needs to be nurtured; we consider it an important aim for mentoring. While Mills (2012) highlights the importance of a mentor in influencing the dispositions (*habitus*) of trainees for consciousness raising, Yendol-Hoppey *et al.* (2011) point out that many mentoring programs (including those in the UK) do not pay attention to dispositions that nurture social justice. The notion of nurturing social justice is also approached by Cochran-Smith *et al.* (2008) who identify that some mentors need to engage in their own professional development and self-reflection about social justice before supporting trainee teachers to develop a social justice stance towards their work.

### *Critical pedagogies*

Cochran-Smith *et al.* (2008) offer a useful frame by proposing a social justice approach to mentoring based on ‘good and just teaching’. Good teaching is linked to social justice and reflects an essential purpose of teaching in a democratic society in which the teacher acts as an advocate for their students and supports students in undertaking work that supports wider efforts for social change. Their research also highlights social justice as an ambiguous concept that is widespread, but under-theorised and vague. In the next section we aim to contribute to addressing this under-theorisation by proposing a social justice mentoring model. The model is underpinned by the premise that ‘teaching is a profession with certain inalienable purposes, among them challenging the inequities in access and opportunity that curtail the freedom of some individuals and some groups to obtain a high quality education’ (Cochran-Smith *et al.*, 2008:38) and should provide learners with choices. The model also rests on the premise that teachers should equip their students to have courage through a ‘commitment to defend subordinated student populations – even when it is easier not to take a stand’ (Bartolomé, 2004:120), through developing a critical pedagogy.

## **Towards a social justice model of mentoring**

In constructing the theoretical framework for this paper we have argued that inequalities may be challenged by positioning mentors as agents for social change in the flow of capital, as identified in Figure 1, and providing mentors and trainees with a space for critical pedagogies which work towards social justice. Our review of mentoring in the LLS indicates that while the prevailing neo-liberal performative and standards driven discourse omits consideration of social justice, there are possibilities for creating the flows of capital we have set out in Figure 1 and offering space for critical pedagogies. In this section we propose a social justice model of mentoring designed to empower mentors to enact social justice approaches and to contribute to the flows of pedagogical capital that may lead to trainee teacher, learner and community empowerment.

### *Mentor role and responsibilities*

Our social justice model of mentoring positions mentors as advocates for social justice who model critical pedagogies and engage in relationships with trainees that are trusting, collaborative and democratic (Gardiner, 2011), and balance the asymmetrical power relationships in mentors' roles (Cherian, 2007). As advocates and role models for social justice mentors should share their stance with trainees (Yendol-Hoppey *et al.*, 2009) and challenge deficit views of learners held by colleagues in the LLS environment. Adopting the mentor role and responsibilities outlined here is not simply a matter of adding further responsibilities but requires a fundamental reshaping of the role. The LLS mentor role as currently enacted, with its strong emphasis on assessment, sits uneasily with the collaborative democratic relationship required to foster social justice. Reconstructing the mentoring role in the way we advocate is necessary to provide the critical space for open dialogue and reflection, that is rarely available elsewhere in LLS teachers' working contexts.

### *Mentoring support for dispositional change and the development of critical pedagogies*

Maxwell (2010b; 2014) argues that mentors have a central role to play in facilitating a 'pedagogy of the workplace' for trainee teachers. We advocate that this should

incorporate: surfacing and through dialogic engagement challenging trainees' dispositions; supporting trainees to develop inclusive critical pedagogies; and enabling trainees to undertake roles as advocates and change agents. As Catapano (2006) argues, if trainees start small, in their own teaching context, they will develop the confidence to become advocates for social justice in wider settings.

Supporting trainees to develop inclusive critical pedagogies, which open up spaces for critical reflection and dialogue, provides the opportunity to move from a competence based model of curriculum design to a holistic approach based on care (Duckworth 2013; 2014). Caring has both affective and cognitive dimensions. For example, cognition is necessary to understand the cycle of mentor, trainee, learner and community needs, feelings and circumstances. Caring also involves a range of feelings associated with empathy, sympathy, compassion, and love. Trainees need to be equipped with inclusive language which challenges negative stereotypes, so they do not fall into using pedagogical approaches based on a deficit model of learning and teaching (Thomas *et al.* 2012; Duckworth and Cochrane 2012; Duckworth and Brzeski 2015). Developing trainee teachers 'pedagogical capital' also includes recognising and valuing learners' histories and biographies, so making diversity and difference a positive contribution to learning, rather than a challenge to be overcome. Pedagogical approaches may include facilitating the sharing of learners' experiences and strengths, for example, how they have overcome diversity issues, and valuing learner and community voice. This pedagogical model also facilitates the creativity which better enables learners to compete in the global economy. We further argue that the development of a critical pedagogy should engage with global educational principles. As Power (2008: 47), drawing on Bleicher & Kirkwood-Tucker (2004) explains this includes 'the multiple perspectives peoples and nations hold about the world; prevailing issues confronting the world community; ideas and practices of other cultures; the effects of technologies at local and global levels; and the problems posed by different life-choices that confront individuals and nations'. Power's (2008) research demonstrates that an approach based on global educational principles can offer trainees insights into the diversity of learners' journeys into education and the impact of cultural identity and diversity, as well as developing empathy for the needs of others. Any

pedagogical models developed should be underpinned by Cochran-Smith *et al.*'s (2008) notion of 'good and just teaching', where teachers challenge inequality and are advocates for learners engaging in social justice practices.

### *Mentor training*

Mentors will only be able to support trainees as advocates for social justice if they understand and are committed to advocating for social justice, know how it may be enacted and deploy critical pedagogies. Mentor training, situated in alternative critical spaces, is therefore crucial. Mentors also require ethical guidelines, for example, to offer clarity when navigating through critical incidences that may result in uncomfortable feelings and suppression of the incident rather than action (Shapira-Lischinsky, 2011). In settings and localities where the population is not diverse, teacher educators can provide both mentors and trainees with case studies to explore issues. We recommend that mentor training programmes consider embedding the following:

1. Developing mentors' understanding of:
  - the role of inclusive pedagogical capital and habitus and the relationship between the mentor and the trainee teacher, learner and community empowerment and social justice – including the unique position of the mentor as a source of pedagogical capital;
  - how to use critical spaces and reflection tools to enable the mentor to gain a deeper awareness and understanding of pedagogical capital and social justice.
2. Developing mentors' awareness of, and attitudes towards, social justice, including recognising and valuing learners' histories and biographies and making diversity and difference a positive contribution to learning. Mentor training may be supported by visits to diverse settings to gain deeper knowledge of other cultures and inclusive pedagogical approaches.

3. Supporting mentors to become role models for social justice, adopting ‘good and just teaching’ (Cochran-Smith *et al.*, 2008) and confronting deficit views of learners amongst LLS colleagues.
4. Enabling mentors to actively engage in generating knowledge and social justice practice through action research. This enables mentors to be advocates for social justice, rather than passive recipients of a pre-determined mentor training programme.

### *Architecture for mentoring*

The architecture for mentoring is a crucial enabling factor in taking forward a social justice model of mentoring. For mentors and trainees to make a difference requires social justice to be embedded within the system rather than an add-on. There needs to be recognition of the role of pedagogical inclusive capital and habitus in relation to social justice and how the flow of inclusive pedagogical capital can empower learners and their communities (Figure 1). Whereas Christman (2010: 114) argues that teacher educators ‘must go beyond merely teaching about social justice’ since social justice has to ‘permeate their scholarship and mindset’, we argue that this should apply to the whole ethos of LLS institutions. Indeed, as Cherian (2007) and others have argued, successful mentorship is shaped by the context.

### **Conclusions**

Our modification of Bourdieu’s sensitising tools have provided a framework to explore the flow or lack of flow of capital in the fields inhabited by agents of change, including trainee teachers, and how these flows shape their experiences in various aspects including pedagogy, social justice capital, and confidence. Most importantly, the flow of capital, which might mean gaining new capital and shedding old, has the potential to ultimately lead to a rupture in the habitus and, therefore, create the space for transformation in contradiction to a norm-imposed deterministic habitus. How best to achieve this rupture is the essence of transformative practice in the development of mentors and trainee teachers to be agents for social justice in their workplace and wider communities. Yet this

is currently not being addressed in LLS mentoring practice or research. Our literature review of LLS ITE mentoring, although limited by the size and scope of the research base, demonstrates the prevalence of a ‘judgementoring’ approach (Hobson and Malderez, 2013). Dominated by an overemphasis on assessment of teaching, mentors and mentees are uncertain about their role and engage in a restricted dialogue which sidelines challenging inequality and empowering learners. Working conditions and practices offer mentors and trainees little space for criticality or the development of critical pedagogies that can facilitate the flow of capital to learners taught by trainees and to the wider community. This lack of space for promoting social justice is particularly concerning as inequality within England is growing (Dorling, 2014).

Our international literature review, although narrowed by the evidence base, indicates that to embrace social justice mentors should: establish mentoring relationships that are collaborative, democratic and create spaces for open critical reflection; facilitate opportunities for trainees to experience different cultures from the perspectives of members of those cultures; act as social justice advocates; foster a passion for social justice; and support trainees in developing inclusive critical pedagogies. With this in mind, we have proposed a model for social justice mentoring that is underpinned by a commitment to social justice and requires fundamental changes in mentoring roles. Trainees require support to enable them to recognise and change their dispositions and develop inclusive critical pedagogies. Mentors require training which includes raising their critical consciousnesses and developing their ability to model ‘good and just’ teaching and act as change agents. Drawing on our proposed theoretical framework for explaining the flow of capital (Figure 1), primary research undertaken alongside the implementation of such a social justice model of mentoring would deepen understanding of the ways in which the mentoring can enable trainee teachers to challenge social injustice, oppression, and inequality and, in turn, empower their students act as social justice advocates in their own communities.

#### Notes

<sup>1</sup> Further education colleges can also enrol young people aged 14-16.

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